

World's Best Workforce

2016-17

TABLE OF CONTENTS

Supporting Teaching and Learning (MN Statute 120.B11)	3
Introduction	4
Clearly Defined Goals and Benchmarks	5
Assessing and Evaluating Student Progress	7
Assessing and Evaluating Instruction and Curriculum	11
Teacher Evaluations	12
Director Evaluations	14
Professional Development	15
Strategies for Improving Instruction and Curriculum	16
Annual Budget	19
District Site-Level Leadership Teams	20
Annual Reporting	21
Performance Measures	22
APPENDIX 1: Assessing Student Achievement	23
APPENDIX 2: Q Comp Annual Report	25
APPENDIX 4: Teacher Formal Observation Worksheet	30
APPENDIX 5: Teacher Pre-Observation Worksheet	38
APPENDIX 6: Teacher Post-Observation Worksheet	40

Supporting Teaching and Learning

MN Statute 120.B11: Striving for the World's Best Workforce:

Subd. 1. Performance Measures

DaVinci Academy of Arts and Science will use national and local assessment results to determine school site progress in creating the World's Best Workforce.

Subd. 2. Adopting Plans and Budgets

District and building-level goals will be developed and reviewed annually. Goals will define benchmarks for instruction and student achievement for all.

1. DaVinci Academy will assess and evaluate each student's progress toward meeting academic standards.
2. The curriculum will be reviewed on a continuous cycle to identify strengths and weaknesses of instruction and curriculum to ensure career and college-readiness leading to the World's Best Workforce.
3. District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to best practice, student outcomes, Executive Director evaluations and teacher evaluations.
4. District teaching practice will integrate high-quality instruction, rigorous curriculum, technology and a collaborative professional culture that supports teacher quality, performance, and effectiveness.
5. The Board of Directors will adopt an annual budget for implementation of the district plan.

Subd. 4. School Site Teams

School Site Teams are in place to develop and implement strategies and practices to improve instruction, curriculum and student achievement.

Subd. 5. Reports

A report will be published on the DaVinci Academy website that outlines the strategic plan for developing the World's Best Workforce. The Board of Directors will submit an electronic summary of the report to the commissioner.

Subd. 7. Periodic Report

DaVinci Academy will periodically survey the community regarding their connection and satisfaction with the school. The results of this survey will be included in the summary report submitted to the commissioner.

The following pages outline the District Strategic Plan to meet the requirements of MN Statute 120.11, Subd. 1a.-9.

Introduction

Minnesota schools strive to provide the best educational opportunities for all children. Providing an education to Minnesota youth that leads to creating the World's Best Workforce is a goal that must be addressed early on in every child's life. Students are more likely to reach this goal if they are ready for school upon entering kindergarten; achieve grade level literacy by grade three; graduate from high school and attain career and college readiness. In order to create the World's Best Workforce, it is imperative that academic achievement gaps are closed among all racial and ethnic groups of students and between students living in poverty and not living in poverty as well as for English language learners and non-English language learners and for students who receive or do not receive special education. This plan is intended to serve as a foundation document to align educational initiatives that will serve to ensure success in reaching intended student outcomes from pre-kindergarten to post high school graduation.

"World's Best Workforce" means striving to do the following:

- Have all students meet school readiness goals.
- Have all third grade students achieve grade-level literacy.
- Close the academic achievement gap among all racial and ethnic groups of student and between students living in poverty and their more privileged peers.
- Have all students graduate from high school.
- Have all students attain college and career preparedness.

The plan is to be developed to support and improve teaching and learning that is aligned to the World's Best Workforce and includes the following:

- Clearly defined student achievement goals and benchmarks.
- Process to evaluate each student's progress toward meeting the state and local academic standards.
- A system to review and evaluate the effectiveness of instruction and curriculum.
- Practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that support teacher quality, performance and effectiveness.
- Evidence-based strategies for improving curriculum, instruction and student achievement.
- An annual budget for continuation of district plan implementation.

Success in meeting the World's Best Workforce goals will be measured by the following:

- Student performance on the National Association of Education Progress (NAEP).

- Reduction of the academic achievement gap by student subgroup.
- Student performance on the MN Comprehensive Assessments.
- College and career readiness under section 120B.30, subdivision 1.

DaVinci Academy of Arts and Science's World's Best Workforce Plan serves as a blueprint that demonstrates how current district initiatives and plans work together in a concerted effort to create a quality workforce equipped with the necessary skills for the 21st century.

Like the State of Minnesota, DaVinci Academy is committed to student success. Ensuring the success of each student begins with a clear idea of why we exist as a district, how we work to accomplish our goals, and what the end result will be. These are described in the district's mission, vision, pillars and strategic goals.

Mission

DaVinci Academy of Arts and Science will awaken a passion for learning through an enriched and individualized approach to education. Students, parents and teachers will work together to ensure positive character development and build a strong foundation for higher education.

Vision

DaVinci Academy of Arts and Science will be known and respected for providing a dynamic educational experience in which students become lifelong learners with a sense of responsibility to society.

Pillars

Arts and Science Focus
Enhanced Learning Environment
Differentiated Instruction
Character Development

Clearly Defined Goals and Benchmarks for Instruction and Student Achievement

District and Building-Level Goals will be developed and reviewed annually. Goals will define benchmarks for instruction and student achievement for all.

- A. Increase absolute proficiency in reading math and science: On the MCAIII assessment, school-wide proficiency will be no less than 87% for math, 84% for reading and 85% for science.

- B. Higher comparative proficiency: Each year on the MCAIII assessments, DaVinci Academy will demonstrate higher grade level and school-wide proficiency rates than the Anoka-Hennepin School district.
- C. Growth:
 - a. Each year, the percentage of students achieving high growth will exceed the number of students achieving low growth in reading and math.
 - b. 50% of nonproficient students will achieve high growth in reading and math.
- D. Achievement Gap Reduction:
 - a. By 2017, the achievement gap for each reportable subgroup will be no less than 50% of the current rate.
 - b. In addition, by 2018, the difference between the non-free and reduced learners' proficiency rate and the free and reduced learner proficiency rate will be no greater than 5 percentage points for both reading and math.
- E. Step Literacy Assessment: 90% of students enrolled by October 1st of each school year in grades K – 3 will either be at grade level in reading or move ahead at least two steps on the Step Literacy Assessment each school year.
- F. NWEA Assessment: Each year, the students in Grade 8 will perform higher than the National Norm Group in Reading and Math on the NWEA Assessment. At least 75% of students in grades 6 – 8 will score in at least the 84th percentile which indicates career and college readiness in reading and math.

Assessing and Evaluating Student Progress

Each school will assess and evaluate each student's progress toward meeting the academic standards.

DaVinci Academy uses a number of measures to assess and evaluate student progress toward local, state and national standards as well as college and career readiness standards. The purpose of the layered assessment process is to screen, monitor progress determine curriculum effectiveness, guide student instruction, evaluate program effectiveness, gauge instructional strategy effectiveness, determine student program placement, diagnose learning difficulties, determine state/federal accountability, determine professional development needs, and inform parents of student progress. (See *Appendix 1 – Assessment Calendar*).

Standardized Assessments

Standardized assessments such as the Minnesota Comprehensive Assessment – III (MCA-III) and the Educational Planning and Assessment System (EPAS), including the Aspire, are administered annually. The MCA-III is administered to students in reading (Grades 3 – 8), mathematics (Grades 3 – 8, and science (5 & 8) in the spring. The Aspire is administered in reading, math, English usage and science to students in grade eight. Data from these assessments are used to determine if students are on-track to develop the skills necessary to succeed in entry-level college courses by the time they leave high school.

Diagnostic Assessments

DaVinci Academy uses AIMSWEB to identify students who are at risk in the areas of reading and math. These measures are combined with teacher observations and classroom data to determine student responsiveness to instruction. This data also helps to drive decisions regarding RTI services. AIMSWEB assessments are conducted in the fall, winter and spring.

Data-driven / Curriculum-Based Assessments

At DaVinci Academy, we strive to meet the unique learning needs of every student, no matter where the student falls on the academic spectrum. We recognize that strength in one subject area does not always mean strength in all areas. A child may be an excellent reader but struggle in math. Or a student may have different needs within a single subject. Data-driven instruction allows the teacher to map out a teaching plan based on students' individual strengths and weaknesses. These assessments are administered at various times throughout the school year.

The STEP Literacy assessment is administered three times throughout the school year for students in grades K - 3. STEP divides literacy achievement into 12 steps—from concepts about print and letter identification to answering comprehension questions and story retelling—with smaller step levels (A, B, C) within those 12. Unlike other reading assessment tools, STEP gives teachers fine-grained information so they can tailor reading instruction to each child.

In contrast to other reading assessments, STEP looks at a broader range of reading skills. STEP evaluates comprehension and critical thinking, not just word recognition, reading rate, and accuracy.

Nationally-Normed Assessments

NWEA assessments are administered to students in grades 2 – 8 in the fall in reading and math. Parents are notified of the results and these results are also used to measure growth for each student.

Utilizing research conducted by Technology and Information Education Services (TIES) and Northwest Evaluation Association (NWEA), a series of benchmark target scores were developed as a means to determine if students in grades 2 – 8 are meeting state academic standards while attaining college and career readiness. As a result of their research, TIES and NWEA were able to determine the levels of performance that are needed at multiple points throughout a student's academic career to predict proficiency on the Minnesota Comprehensive Assessments (MCAIII's) and college readiness at the State University Level. The benchmark target scores are included below:

NWEA Achievement Level Definitions	
Well-Below Target	Approximately 10% of students scoring in this range are <u>predicted</u> to meet the standards on the Minnesota Comprehensive Assessment – III (MCA III)
Below Target	Approximately 50% of students scoring in this range are <u>predicted</u> to meet the standards on the Minnesota Comprehensive Assessment – III (MCA III)
Meets Target	Approximately 90% of students scoring in this range are <u>predicted</u> to meet the standards on the Minnesota Comprehensive Assessment – III (MCA III)
Exceeds Target	Students scoring in this range are identified as representing college readiness at the State University level

MAP Reading RIT Scores - Fall		
<i>Benchmark scores correlate to an Exceeds the Target designation in TIES, which indicates college readiness at the State University level.</i>		
Grade	Term	Benchmark Scores
2	Fall	194
3	Fall	205
4	Fall	214
5	Fall	220
6	Fall	226
7	Fall	229
8	Fall	232

MAP Math RIT Scores - Fall		
<i>Benchmark scores correlate to an Exceeds the Target designation in TIES, which indicates college readiness at the State University level.</i>		
Grade	Term	Benchmark Scores
2	Fall	188
3	Fall	207
4	Fall	217
5	Fall	228
6	Fall	239
7	Fall	242
8	Fall	247

Another study utilizing both the MAP scores and the EXPLORE assessment provides useful predictions about students' likely college readiness status. This information is outlined below.

MAP Reading RIT Score As Predictor (Fall)				
<i>Cut scores and Normative Percentile Ranks on MAP Corresponding to College Readiness Benchmarks</i>				
Grade	Reading College Readiness Test	Benchmark	MAP Cut Score	MAP Normative Percentile Rank
8	Aspire	15	227	70

MAP Math RIT Score As Predictor (Fall)
--

Cut scores and Normative Percentile Ranks on MAP Corresponding to College Readiness Benchmarks				
Grade	Reading College Readiness Test	Benchmark	MAP Cut Score	MAP Normative Percentile Rank
8	Aspire	17	240	72

**The MAP cut scores shown in these tables are the minimum estimated scores. Meeting the minimum MAP cut score corresponds to a 50% probability of achieving that benchmark.*

Data Analysis

Data analysis occurs regularly throughout the school year. Test data is analyzed by professional learning communities (PLC's), the administrative team, and in collaboration with team and individual teachers. The school's Academic Director coordinates the analysis of data through meetings with staff and grade level teams.

Assessing and Evaluating Instruction and Curriculum: Review Process

District curriculum will be reviewed on a continuous cycle to identify strengths and weaknesses of instruction and curriculum to ensure college-readiness leading to the World's Best Workforce. District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to best practice and student outcomes. Strategies for improving instruction, curriculum and student achievement will be identified and implemented.

Curriculum and Instruction Review Process

The Board of Directors has a Curriculum/Technology committee that participates in the review of new and existing curriculum, technology and software applications that support learning objectives. The primary goal of DaVinci Academy's curriculum review process is to develop a comprehensive and viable curriculum.

A comprehensive and viable curriculum is one in which what is taught is clearly articulated, it can be taught in the time available to teach it, and all students have access to the curriculum. A comprehensive and viable curriculum provides students with the strongest opportunity to learn. In such a curriculum, the following would be evident:

1. Essential content, knowledge and skills are identified for all students
2. There is adequate time for students to learn essential knowledge and skills
3. Instruction and assessment are aligned with essential knowledge and skills

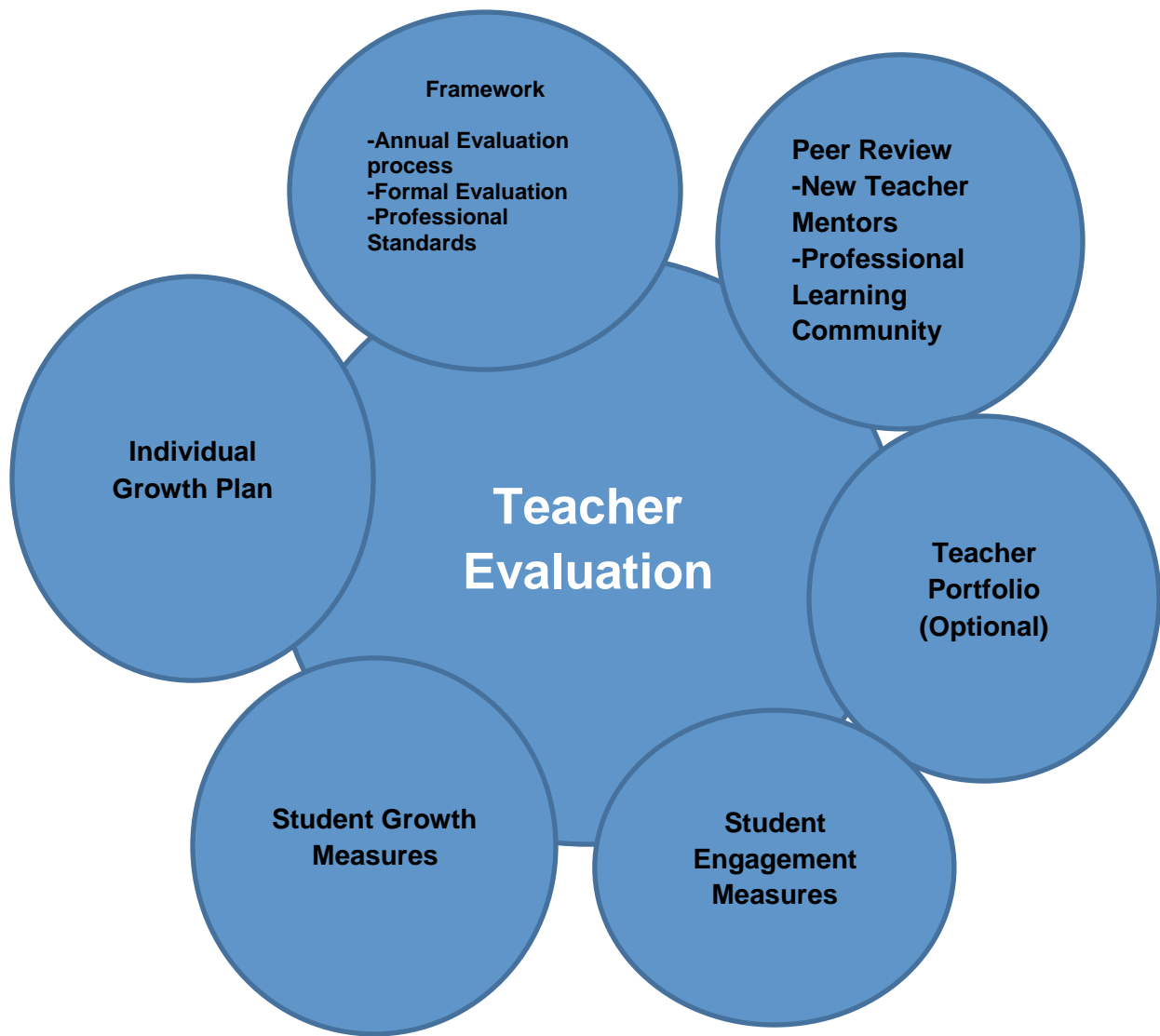
Preparing students for the future means providing them with a 21st century skillset integrated across all learning areas:

- Critical thinking and problem solving
- Effective written and oral communication
- Assessing and analyzing information
- Creativity and imagination
- Adaptability

We believe this is accomplished by focusing on differentiated instruction, personalizing education for students, and ensuring best practices in instruction and assessment in every classroom. We also utilize technology to maximize student achievement.

Assessing and Evaluating Instruction and Curriculum: Review Process: Teacher Evaluations

District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to director evaluations and teacher evaluations.



The DaVinci Academy Teacher Evaluation Model Encompasses All Requirements of MN State Statute 122A.40

District Administration is responsible for:

- Coordinating staff development activities to engage teachers in understanding and implementing all parts of the statute.
- Implementing all components outlined in the Framework for Teacher Evaluation
- Providing a vehicle for staff in communication Individual Growth Plans
- Connecting the Peer Review Process to building level goals, providing training for staff in peer-coaching and guiding staff in implementing Learning Walks
- Coordinating the New Teacher Induction program
- Providing staff the opportunity to participate in a Professional Learning Community.

Teachers are responsible for:

- Understanding and implementing the requirements of MN State Statute 122A.40
- Measuring and documenting Student growth.
- Measuring and documenting Student engagement explicitly aligned with elements of their content specific curriculum.
- Participation and documentation of a Peer Review Process
- Participation and documentation of an Individual Growth Plan that includes:
 - Annual goal setting based on building level goals
 - Administrative Learning Walk reflection
 - Peer Learning Walk documentation and reflection

The goal of the teacher evaluation process at DaVinci Academy is to articulate expectations, assess performance in instructional domains and to provide support for the development of high performing teachers capable of delivering outstanding education that improves the quality of teaching and learning. Instruction is improved through individual and PLC goal setting as well as peer observations conducted by teacher leaders. Feedback from observations, evaluations and coaching meetings help teachers focus on school goals and on becoming better educators. (*See Appendix 2: Q-Comp Annual Report 2014-2015*).

Assessing and Evaluating Instruction and Curriculum: Review Process: Director Evaluations

District curriculum and instruction will be reviewed to determine strategies for improving instruction, curriculum and student achievement.

DaVinci Academy Director Growth and Evaluation Process

DaVinci Academy school directors will establish one goal in each of the following core competencies:

Mission and Vision

Instructional Leadership

Human Resources

Professional and Ethical Leadership

Resource Management

Goals will be collaboratively set and approved by both the Executive Director and evaluator. A minimum of three goals will be set with at least one goal based on student data or student learning measures.

Measures will be collaboratively set and approved by the Executive Director and evaluator.

Much of the director evaluation is based on “leverage leadership”. Leverage leadership demonstrates that exceptional school leaders succeed because of how they use their time; what they do and how and when they do it. By consistently using seven core principles or “levers”, each minute of their day is leveraged to maximize results. The seven levers are:

1. Data-driven instruction
2. Observation and feedback
3. Instructional planning
4. Professional development

Cultural Levers

1. Student culture
2. Staff culture
3. Managing school leadership teams

Professional Development

Professional Development opportunities will be designed to help teachers develop teaching practices that integrate high-quality instruction, rigorous curriculum and technology.

Professional development will embrace a collaborative professional culture that supports teacher quality, performance and effectiveness.

PROFESSIONAL LEARNING IS A CONTINUOUS-IMPROVEMENT PROCESS

The fundamental goal of professional development at DaVinci Academy is to improve student learning by:

- Refining the quality of classroom instruction
- Enabling individuals to grow professionally
- Introducing practitioners to practical applications of research-based strategies
- Assisting teachers in implementing new technology and teaching strategies aligned with the Minnesota Academic Standards

Effective professional development activities are collaborative, reflective, linked to school and system goals, and focused on student learning. Just as knowledge and skill requirements are changing for students, so, too, are explosive growth of technology and subject area knowledge demand that teachers continually acquire new knowledge and skills. DaVinci Academy strives to provide staff with experiences that incorporate reflective dialogue and offers individuals a challenge to their thinking as well as the opportunity to develop new perspectives on their practice and beliefs.

Professional Development includes the following:

1. Weekly PLC meetings
2. One-one coaching sessions 7 times annually to discuss personal goals, observation feedback, any questions that may arise
3. Observations
 - a. Informal Observations 3 times annually by lead teachers
 - b. Formal Observations 3 times annually by lead teacher and administration
4. Goals
 - a. Individual Goals set with a lead teacher
 - b. PLC SMART team goal
 - c. School-wide SMART goal set by administration based on student needs
5. Professional Development plan based on goals and needs

Strategies for Improving Instruction and Curriculum

Effective practices will integrate high-quality instruction, rigorous curriculum, technology and a collaborative professional culture.

DaVinci Academy uses the following educational best practices for improving instruction and curriculum:

Data-Driven Instruction – DaVinci Academy has trained its staff and has systematically implemented Data Driven Instruction (DDI) to track all students' progress toward meeting state standards in math and reading. DDI requires teachers to align curriculum with state standards, examine the academic rigor of what they are teaching students, how to increase that rigor to ensure students can meet state standards, and how to create interim assessments to measure students' progress toward meeting those standards. DDI assessments are given to students at DaVinci Academy three times a year to monitor student progress. Students who are doing well are able to move forward in the curriculum. Students who show a lack of progress on any given standard are able to receive remediation through re-teaching and teacher attention to their needs throughout subsequent instruction.

STEP Literacy Assessment - The literacy development of students in grades K – 3 is measured using the STEP Literacy Assessment. This assessment is conducted three times per year. This enables educators to implement a developmental approach to teaching reading, using evidence to inform instruction and introducing targeted interventions based on that evidence.

Staff Development and Q-Comp: Davinci Academy has been a Q-Comp school since 2012. We have set individual, PLC and school-wide goals and staff development is aligned annually to those goals. Our Q-Comp lead teachers and Q-Comp Coordinator received training from MDE on teacher observations, feedback and inter-rater reliability. Teachers are observed formally 3 times during the year and informally 3 times annually by their peers as well. This process helped to create a culture of learning and growth.

Core Knowledge Language Arts Curriculum – DaVinci Academy adopted the Core Knowledge Language Arts Curriculum in grades K – 3 in the 2013-2014 school year. The Core Knowledge Language Arts (CKLA) program is based on decades of cognitive science research revealing that reading is a two-lock box, a box that requires two keys to open. The first key is decoding skills, which are addressed in the Skills strand of the CKLA program. The second key is oral language, vocabulary, and background knowledge sufficient to understand what is decoded. These are covered in the Listening & Learning strand. Together, these two strands unlock a lifetime of reading for all children. Using this approach, the CKLA program not only meets the Common Core State Standards, it exceeds them.

The Skills strand of CKLA teaches reading and writing in tandem. Children practice blending (reading) and segmenting (spelling) using the sound spellings they have learned. Decodable stories are introduced in the sixth of the ten units for kindergarten. Stories are 100% decodable—made up entirely of words and sound spellings the students have been taught, or "tricky words" that also have been explicitly taught. Handwriting, spelling, and the writing process are addressed in the Skills strand.

Decoding is essential, but so is the ability to comprehend what has been decoded—and that depends on language and content knowledge. The Listening & Learning strand lessons, comprised of teacher read-alouds, class discussion, vocabulary work, and extension activities, build on the research finding that students' listening comprehension outpaces their reading comprehension throughout elementary school. These readalouds and exercises are organized in 12 domains per grade. Each domain is dedicated to a particular topic—such as the five senses, Native Americans, early Asian civilizations, or insects—and the class stays focused on that topic or theme for 10–15 days of instruction. In addition, the domains are carefully organized to build on each other within and across grades. This focused, coherent, systematic approach is the most efficient and effective way to build students' knowledge and vocabulary. It is interesting and engaging too, as the content goes well beyond standard early grades language arts fare to include important historical and scientific events, ideas, and people.

Response to Intervention (RTI) - Response to Intervention (RtI) is a framework that is used to improve outcomes for all students. RtI helps to ensure the provision of high quality instruction and interventions that are matched to the needs of students requiring additional academic and behavioral supports. After initial screening of all students, changes in instruction or goals can be made according to the level of student need. Student progress is monitored frequently and instruction is then differentiated and modified, as necessary. The RtI framework can be used to focus on the needs of the whole child.

Advanced Academics Program - We have an Advanced Academics program for students who are identified as gifted or talented. Gifted and talented children and youth are those students with outstanding abilities, identified at preschool, elementary, and secondary levels. The potential of gifted students requires differentiated and challenging educational programs and/or services beyond those provided in the general school program.

Students capable of high performance include those with demonstrated achievement or potential ability in any one or more of the following areas: general intellectual, specific academic subjects, creativity, leadership and visual and performing arts. Students receive support from the Advanced Academics Coordinator in pull-out classes, within their general education classrooms, and through professional development and support for general education teachers by the Advanced Academics Coordinator.

All Day / Every Day Kindergarten – Starting in the 2014-2015 school year, DaVinci Academy moved to all day/every day kindergarten. Administration and kindergarten teachers participated in professional development to ensure that kindergarteners receive the best possible start to their academic careers at DaVinci Academy. The kindergarten year is an important part of a young child's development and is a critical part of the continuum from early childhood through the early elementary years. Currently, half of Minnesota's children enter kindergarten without the knowledge and skills they need to succeed in school. Numerous studies done over the past two decades show that all day/every day kindergarten programs are consistently more effective than half day. Some of the benefits include:

- Leads to higher academic achievement and reduced achievement gap between students of different economic and racial/ethnic groups.
- Contributes to increased school readiness
- Improves school attendance
- Supports literacy development
- Promotes children's social and emotional development.
- Improves school culture

Positive Behavior Interventions and Supports (PBIS) – DaVinci Academy began implementing PBIS during the 2013-2014 school year. The PBIS program has been very successful and has resulted in more positive referrals and fewer in-school and out of-school suspensions. One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include pro-active measures for defining, teaching and supporting appropriate student behaviors to create positive school environments. A continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as lunch room, hallways, buses and restrooms).

The key features of PBIS include:

- Proactive instructional approaches to teaching and improving social behaviors.
- Systems change to support effective practices.
- Data-based decision making.
- A prevention-focused continuum of support.

Annual Budget

The Board of Directors will adopt an annual budget for implementation of the district plan.

DaVinci Academy allocates 2% of the general education revenue to support the implementation of the Strategic Plan for improving teaching and learning that is aligned with the developing of the World's Best Workforce. MN Statute 120B.11

District Site – Level Leadership Teams

DaVinci Academy will develop teams to design and implement strategies and education effectiveness practices to improve instruction, curriculum and student achievement. These teams advise the Director and the Board of Directors on budgetary, instruction and curriculum improvement matters that align in meeting state and school-wide academic standards.

SITE MANAGEMENT	STRATEGIC LEADERSHIP	CONTENT SPECIALISTS	NEW TEACHER INDUCTION
<u>Purpose</u>	<u>Purpose</u>	<u>Purpose</u>	<u>Purpose</u>
Communication	Data Analysis	RESEARCH: Study trends and issues in the content area	COACHING: Instruction-Based
Procedures and Practices	Building Goals and Initiatives	NEEDS ASSESSMENT: Research versus current practice	Non-Evaluative
Scheduling	Action Planning	GAP ANALYSIS: Achievement Analysis- student progress and growth	Data-Driven
Problem-solving	Staff Development	BELIEFS: Articulation of values and philosophy	Best practice-based
		CURRICULUM, TECHNOLOGY INTEGRATION AND ASSESSMENT: Framework and alignment to best practice and research	Supportive Collaboration
		STAFF DEVELOPMENT	
		BUDGET AND MATERIALS	

Annual Reporting

This report shall be published annually on the DaVinci Academy website. It will be presented annually in a public setting to review, revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies and practices for improving curriculum and instruction and to review school-wide success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the World's Best Workforce.

An electronic summary of this report will be submitted to the commissioner of education by the school board.

Performance Measures

DaVinci Academy recognizes the importance and embeds the practice of data-driven instruction. To determine school progress in striving to create the World's Best Workforce, the following performance measures will be analyzed to determine areas of curricular strength and growth.

1. Student performance on the National Association of Education Progress (NAEP). Commonly called the Nation's Report Card, the NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history and beginning in 2014, Technology and Engineering Literacy (TEL).
2. Rigorous course taking is measured by the number of students who are enrolled in advanced math, language, music and art courses as well as those who are in Advanced Academics.
3. The size of the student academic achievement gap, as reported in the MN State Multiple Measurement Rating.
4. Student performance on the Minnesota Comprehensive Assessments for Reading, Math and Science.
5. Career and College Readiness Measures as defined under MN Statute 120B.30, subdivision 1.

For students enrolled in Grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support and evaluation, include the following:

6. Demonstrate an understanding of required academic standards on nationally normed college entrance exam;
 - Achievement and career and college readiness tests in mathematics, reading and writing consistent with paragraph (e) and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills;
 - Analyze students' progress and performance levels;
 - Identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions or remediation; and based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student.



Assessing Student Achievement

There are a variety of assessments that are used to evaluate the academic growth and achievement of students as well as instructional programs at DaVinci Academy of Arts and Science. Students are tested in order to determine instructional level, measure basic skills, evaluate student progress toward achieving state academic standards and to evaluate program effectiveness.

Tests Administered at DaVinci Academy

NWEA Measures of Academic Progress Tests (MAP)	Computerized math and reading tests, administered in the fall and aligned with the Minnesota State Standards. They identify students' instructional levels and are used to determine academic growth.
STEP Literacy Assessment	STEP enables educators to implement a developmental approach to teaching reading using evidence to inform instruction. STEP introduces targeted interventions for students who need extra reading support.
Data-Driven Assessments	Teacher-created assessments administered each trimester to determine student understanding of Minnesota state assessments and to inform reteaching strategies for teachers.
Assessing Comprehension and Communication in English State to State for ELLs (ACCESS)	The ACCESS test is a federally-required language proficiency assessment given to students who have been identified as English Language Learners. ACCESS is designed to assess progress in acquiring academic English language.
EXPLORE	This test from the <i>American College Testing</i> organization (ACT) is designed to help 8 th graders explore a broad range of options for their future. The results of the test prepare students for their high school coursework and for post-high school choices as well.
Cognitive Abilities Test (CogAT)	A norm-referenced aptitude test, CogAT measures a student's inductive and deductive reasoning abilities and capacities in verbal, nonverbal, and quantitative tasks. Scores on this assessment reflect a student's ability to identify relationships and demonstrate flexible thinking. One of the measures of eligibility of participation in the gifted and talented program.
Optional Local Purpose Assessment (OLPA)	A "practice" test for the MCA Math and Reading assessments taken to determine student understanding of the Minnesota standards.
Minnesota Comprehensive Assessments (MCA)	Federal and state mandated tests that assess student progress toward achieving Minnesota standards in reading, math and science. Data are used for school accountability by the state. All MCA assessments will be the MCA-III series this year.
Minnesota Test of Academic Skills (MTAS)	Alternate assessments utilized by a small percentage of special education students that take the place of the MCA tests in reading, math and science.

DaVinci Academy Test Schedule for 2016-2017

Date	Assessment	Grade Levels
August 16 – September 16	NWEA MAP Reading and Math	2 - 8
September 12 – 23	Math DDI	1 - 2
September 26 – October 14	STEP Literacy Assessment	K - 3
December 5 - 16	Math OLPA	3 - 5
December 5 - 16	Reading OLPA	6 - 8
January 19 - 22	Math DDI	1 - 2
January 17 - 22	Math OLPA	6 - 8
January 23 - 27	Reading OLPA	3 - 5
February 1 - 12	STEP Literacy Assessment	K - 4
February 6 - 9	ACCESS for ELL	1 - 8
March 14 - May 6	Math MCA	3 - 8
April 4 - May 6	Reading MCA	3 - 8
April 18 - 22	COGAT	2
May 1 - 12	Science MCA	5 and 8
May 1 - 12	Math DDI	1 - 2
May 8 - 20	STEP Literacy Assessment	K - 4



Q Comp Annual Report 2015-16

Please provide an update on the district Q Comp program for the current school year that includes the summary of findings and recommendations from the annual board report as required under Minnesota Statutes, section 122A.414, subdivision 3(a).

Submit the report in SharePoint according to the directions in the guidelines with the district name as the beginning of the file title (i.e., *ABC School District Q Comp Annual Report 062116*).

Please provide the following **District Identification Information**.

District Name: DaVinci Academy of Arts and Science

District Number: 4185

Date Presented to the School Board: 6-20-16

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness.

All information reported should be based on the current school year. It is recommended that each question be addressed with a brief summary of 3-7 sentences.

Core Component: Career Advancement Options

Implementation

1. Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)? X yes ☐ no
 - a. If no, please explain what changes have occurred and why?

Impact

2. How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction? Their work impacted classroom instruction by modeling and discussing best practices with their PLCs. They also gave frequent, honest, and productive feedback to the classroom teachers.
3. How did the work of teacher leaders impact student achievement? The work of the teacher leaders impacted student achievement by keeping our school goals and the data showing progress towards those goals in the forefront of the teachers' minds. Their work modeling and discussing strategies and giving meaningful feedback to the staff helped achieve that.

Review Findings

4. How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?
The beginning of the year trainings helped the teacher leaders start the year successfully and all on the same page. The leadership team's monthly meetings and trainings run by the QComp Coordinator helped troubleshoot any issues that came up as the year went on and helped keep all of the teacher leaders on the same page. Lastly, monthly one-on-one meetings between the QComp Coordinator and each lead teacher helped troubleshoot any issues that may have come up and kept the QComp Coordinator up to date on what each PLC was doing.
5. What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members? The evaluations of the teacher leaders showed that they are well respected and valued at our school. The evaluations also gave productive feedback of things to work on with teacher leaders to help them be more successful in their roles.

Recommendations

6. How will the district use the review findings to improve the effectiveness of teacher leadership? We are rehiring teacher leaders this year. We will be using what we found out about the teacher leaders impact this year to help guide what to look for in our hiring process for new teacher leaders.

Core Component: Job-embedded Professional Development

Implementation

1. Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)? xyes ☐no
 - a. If no, please explain the changes that have occurred and why?

Impact

2. How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction? Discussion and modeling of best practices and new techniques during PLCs and professional development activities helped improve classroom instruction.
3. How did teacher learning from learning teams and other job-embedded professional development impact student achievement? Being able to discuss student data on a weekly basis with grade level PLC teams definitely impacted student achievement. It gave teachers an opportunity to discuss struggles and to find new techniques to reach the students who were not meeting standards.

Review Findings

4. How did the sites or learning teams identify needs and instructional strategies to increase student achievement? At the beginning of the year each team set a goal based on a student need that the team identified. The teams used a variety of assessments to determine their team's needs, including using reading STEP scores, MCA results, and curriculum assessments.

5. How did learning teams use data and implement the selected instructional strategies and follow-up on implementation? After each team determined their goals they brought data each week to discuss student progress toward those goals. Most teams discussed struggles and successes weekly in relation to their goal.

Recommendations

6. How will the district use the review findings to improve the effectiveness of job-embedded professional development? We learned that the current set up of our PLC teams are working for our school and we won't have to make changes in our PLC teams for next year.

Core Component: Teacher Evaluation

Implementation

1. Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)? ☐yes x no
 - a. If no, please explain the changes that have occurred and why? We had so much interest in our peer observation program that is open to all staff that we decided to expand our staff peer observations from an option of 2 observations to an option of doing 4 observations a year. So far many staff members have taken advantage of the expanded program.

Impact

2. What impact did the observation/evaluation process, including coaching, have on classroom instruction? One of the areas where we are finding the most success is in the monthly one on one coaching meetings with the teacher leaders. Especially at the beginning of the year and in between observation periods it has helped teachers to have a safe place to discuss struggles and bounce ideas off of their teacher leader. The observations, both formal and informal, have helped classroom instruction by giving feedback on what seems to be going well and what can be improved on. We also received a lot of positive feedback from our peer observation program. Our staff has loved having the freedom to go observe other teachers in our building and to learn from them.
3. What impact did the observation/evaluation process, including coaching, have on student achievement? Our school has continued working on differentiation, posting and using goals and objectives, and using a growth mindset. All of these things were looked for during observations and they were also discussed during coaching meetings.

Review Findings

4. How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice? Our teachers especially liked the positive feedback they received during the formal observations, informal observations, and peer observations. It helped to have another set of eyes in the classroom to give that feedback. They also enjoyed having the option of going to peer observe a teacher of their choice. This has given a wonderful opportunity for not only feedback for that teacher, but for self-reflection and growth from the teacher doing the observing.
5. How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members? The initial training everyone received helped the

6. whole team start off the year on the same page. The monthly meetings where the leadership team consistently brought up the observation rubric and talked about examples kept all of the observers on the same page.

Recommendations

7. How will the district use the review findings to improve the effectiveness of teacher evaluation? We will be keeping most of our program the same, but plan on continuing the expanded peer observation program next year. We are also looking at our observation schedule to work on formal observations not overlapping with MCA testing next year.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

1. Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?
X yes ☐ no
- a. If no, please explain the changes that have occurred and why?
2. Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)? X yes ☐ no
- a. If no, please explain the changes that have occurred and why?

Impact

3. What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? 100% of K-5 and specialist teachers have earned performance pay for measures of student achievement. We are still waiting on assessment data for teachers in grades 6-8 to determine if they have earned performance pay for student achievement.
4. What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? 100%
5. Since we are a charter school, we do not have tenured and probationary staff members
- a. What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? NA%
- b. What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? NA%
6. Is performance pay awarded for another area (besides school wide goals, measures of student achievement and observation/evaluation results)?
☐ yes X no
- a. If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? NA%

7. What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 15%

Since we are a charter school, we do not have tenured and probationary staff members

- a. What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? NA%
- b. What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? NA%

Recommendations

5. How will the district use the data to improve the effectiveness of this core component? We feel like our team of observers and coaches were very effective. We plan on hiring and training our team for next year similarly so that we can have comparable results while still striving to improve.

General Program Impact and Recommendations

1. What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program? Our Q Comp program has helped the teachers each set goals and discuss ways that they can continue making their instruction better. It has also helped instruction by giving staff a safe place in coaching meetings and PLCs to discuss student data, struggles, and new strategies.
2. What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program? Working for a common goal as a school and as PLC teams has helped student achievement because it aligns the focus of many grade levels and subject areas. The coaching meetings and PLCs have made teachers more open to new techniques and strategies which has impacted student achievement and student growth.
3. How will the district use the review findings to improve the overall effectiveness of the program? Overall we have found that our QComp program is very effective. The only improvements we are planning on making are to expand the peer observation program and to tweak the formal observation schedule so that MCAs and formal observations do not overlap next year.

APPENDIX 3

Teacher Formal Observation Worksheet

Name:

Date:

Class:

Domain 1 – Planning and Preparation

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Planning and Preparation	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate values or suitability for the students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high level learning related to curriculum frameworks and standards; they are adapted, where necessary, to the needs of the individual students, and permit viable methods of assessment.

1. Alignment of Core Knowledge and the Minnesota State Standards are used in planning.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Value, Sequence and Alignment	Plans lessons aimed primarily at entertaining students or covering textbook chapters.	Plans lessons with unit goals in mind.	Designs lessons focused on measurable outcomes aligned with unit goals and state standards.	Designs lessons with clear, measurable goals closely aligned with standards and unit outcomes.

2. Learning materials are used effectively and where appropriate. 1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Learning	Plans lessons that	Plans lessons	Designs lessons	Designs lessons

Materials	rely mainly on mediocre and lowquality textbooks, workbooks, or worksheets.	that involve a mixture of good and mediocre learning materials.	that use an effective mix of technology and/or good learning materials.	involving an appropriate mix of quality technology programs and engaging learning materials.
------------------	---	---	---	--

3. There is good evidence of differentiation in the classroom.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Differentiation	Plans lessons aimed at the "middle" of the class.	Plans lessons with some thought as to how to accommodate special needs students.	Designs lessons that target diverse learning needs, styles, and interests.	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.

4. Teacher has knowledge of the special needs of students. 1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Knowledge of Students' Special Needs	Teacher displays little or no understanding of Students' special learning or medical needs or why such knowledge is important.	Teacher recognizes the value of understanding students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each students' learning and medical needs, collecting such information from a variety of sources.

Average score for Domain 1:

Domain 2 – The Classroom Environment

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
MANAGING CLASSROOM PROCEDURES	Classroom environment is characterized by chaos and conflict,	Classroom environment functions somewhat	Classroom environment functions smoothly, with	Students themselves make a substantive contribution to the

	with low expectations for learning, no clear standards for student conduct, poor use of physical space, and negative interactions between individuals	effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially supports student learning. Students and teachers rarely treat one another with disrespect.	little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to highlevel learning.
--	---	---	--	--

1. Classroom routines and procedures are seamless in their operation.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Classroom Management	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Uses coherence, lesson momentum, and smooth transitions to get the most out of every minute.

2. The physical environment is organized and conducive to learning.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Physical Environment	Has a conventional furniture arrangement, hard-to access materials, and few wall displays.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Artfully uses room arrangement, materials, and displays to maximize student learning of all material.

3. Teacher response to misbehavior is highly effective and sensitive to students' individual needs.

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4

Response to Student Misbehavior	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is a confident, dynamic “presence” and succeeds in avoiding most discipline problems in the classroom.	Is alert, poised, dynamic, self-assured and is proactive about avoiding discipline problems in the classroom
--	---	--	--	--

4. Teacher demonstrates genuine caring and respect for individual students.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Teacher Interaction with Students	Is sometimes unfair and disrespectful to the class; plays favorites.	Is fair and respectful toward most students and builds positive relationships with some.	Is fair and respectful toward students and builds positive relationships.	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.

Average score for Domain 2:

Comments:

Domain 3 – Instruction

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
INSTRUCTION	Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional materials or activities. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessments. The teacher demonstrates flexibility in contributing	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search
	that it should be revised or modified	students' interests and their success in learning.	to the success of the lesson and of each student.	for approaches to meet the needs of every student.

1. Students are highly engaged throughout the lesson.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Student Engagement	Begins lessons without giving students a sense of where instruction is headed.	Attempts to get students actively involved but some students are disengaged.	Has students actively think about, discuss, and use the ideas and skills being taught.	Gets all students highly involved in focused work in which they are active learners and problem-solvers

2. Students are fully aware of the criteria and performance standards used to evaluate their work.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Assessment Criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars.

3. Appropriate motivations are in place for all students.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Motivations	Gives up on some students as hopeless.	Tells students that the subject matter is important and they need to work hard	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Exudes high expectations and determination and convinces all students that they will master the material.

4. Lessons and concepts are presented clearly.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Clarity	Often presents material in a confusing way, using language that is inappropriate.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Uses clear explanations, appropriate language, and good examples to present material.	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language

5. Teacher asks high quality questions.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Quality of Questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.

Average Score for Domain 3:

Comments:

Domain 4 – Professional Responsibilities

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
PROFESSIONAL RESPONSIBILITIES	The teacher demonstrates low ethical standards and levels of professionalism, with poor record keeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school responsibilities and participation in activities for	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school events, and engaging in activities for	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in school projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record
	professional growth.	projects and activities for professional growth.	professional development.	keeping and family communication.

1. Teacher arrives on time to work and is on time for extra duties as assigned.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Professionalism	Rarely on time for work or duties and has poor attendance.	On time for work but consistently late for duties – or the other way around.	On time for work and duties most of the time.	Consistently on time for work and extra duties, and has almost perfect daily attendance.

2. Teacher's system for maintaining information on student completion of assignments is fully effective.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Student Progress in Learning	Gives out report cards and expects parents to deal with the areas that need improvement.	Uses report card or conferences to tell parents the areas in which their children can improve.	Uses conferences and report cards to give parents feedback on their children's progress.	In conferences, report cards, and informal talks, gives parents detailed and helpful feedback on children's progress.

3. Lesson plans are turned in on time.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Timeliness of lesson plans	Lesson plans are not turned in.	Lesson plans are rarely turned in on time and do not include objectives or assessments.	Lesson plans are turned in but are occasionally late. They include some lessons objectives and assessments	Lesson plans are consistently turned in on time, and include learning objectives and assessments.

4. An active member in at least one aspect of school life.

1-----2-----3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Service to the School	Rarely if ever contributes ideas that might help improve the school.	Occasionally suggests an idea aimed at improving the school.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Frequently contributes valuable ideas, expertise, and a commitment to after school committees and activities that further the school's mission.

5. The teacher reflects on teaching and seeks to improve performance. 1-----2---
--3-----4

COMPONENT	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4

Self Improvement	Does not draw lessons for the future when teaching is unsuccessful.	At the end of a teaching unit or semester, thinks about what might have been done better.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	Works with colleagues to reflect on what worked and what didn't and continuously improves instruction.
-------------------------	---	---	--	--

Average score for Domain 4:



Teacher Pre-Observation Worksheet

Name: _____

Date: _____ Class: _____

**Please submit this form to your team leader in advance of the Pre-Observation meeting.

1. Based on informal observations and discussions with administration coach, which specific teaching skills have you been working on to improve your teaching?

2. Please attach a lesson plan including the following

- a. Objectives
- b. State standards
- c. Learning activities
- d. Assessments/check for student understanding and mastery

3. What, if any, technology are you using in this lesson?

4. What particular teaching skills do you especially want monitored? What do you hope to learn from this observation?

5. Are there any special circumstances of which the observer should be aware? (special needs children, modifications, etc.)

Please add any additional information here that I might need to be aware of.



Teacher Post-Observation Worksheet

Name: _____

Date: _____ Class: _____

Review:

1. What did you and your students do during the lesson?
2. What changes did you make during the lesson that deviated from your lesson design? **Reactions:**
 1. What are your personal reactions to the lesson?
 2. What do you feel went well?
 3. What caused you some concern?
 4. How do you feel your students reacted to the lesson? What caused them to feel this way?

Reasons

1. What caused you, if at all, to modify your plans during the lesson?
2. What caused you to feel the way you did during the lesson?
3. Why do you think the lesson went well?
4. Where do you think it could have gone better?
5. What were the results of the lesson? What did students learn? Why do you believe this is so?

Rethink

1. What would you do differently next time?
2. What have you learned from this lesson and observation?
3. How will this interaction influence your teaching in the future?

